DOCUMENT RESUME

ED 295 177 CS 211 271

AUTHOR Prior-Miller, Marcia R.; And Others
TITLE Broadening Undergraduate Journalism/Mass Communication Education: Using Readership Studies as a Teaching Tool in Magazine Journalism Courses.
PUB DATE Jul 88
NOTE 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Audience Analysis; *Case Studies; Course Content; Higher Education; *Journalism Education; Media Research; Periodicals; Research Methodology; Research Skills; *Student Publications
IDENTIFIERS *Readership Analysis; Students as Subjects; *Trade Magazines

ABSTRACT

To instruct journalism/mass communication students in the use of quantitative research skills, a case study guided students through scientifically designed readership studies of three trade magazine audiences. The readership studies surveyed students for three consecutive years at a large midwestern university to compare characteristics of readers and nonreaders of the trade magazines published by students. Data were collected using questionnaires based on the Magazine Publisher's Association model for successful magazine publishing to test the magazines' effectiveness in meeting their audiences' needs for information. Course members were responsible for reviewing, selecting, and refining the questionnaire, in addition to analyzing the results. Findings indicated that the case study approach was effective for teaching social science methods in journalism classes, and increased student appreciation of the research process. (Twenty-four references are attached.) (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED295177

BROADENING UNDERGRADUATE JOURNALISM/MASS COMMUNICATION EDUCATION: USING READERSHIP STUDIES AS A TEACHING TOOL IN MAGAZINE JOURNALISM COURSES

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Marcia R. Prior-Miller
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

by

Marcia R. Prior-Miller
Assistant Professor

Janet Terry
Instructor and Publications Coordinator

Susan Dove
Master's Student

Department of Journalism and Mass Communication

Iowa State University

Ames, Iowa

Paper Presented to the Magazine Division of the
Association for Education in Journalism and Mass Communication
National Convention, Portland, Oregon
July, 1988

CS211271

The authors wish to give special acknowledgement for the major contributions to the research on which this paper is based to students enrolled in Contemporary Magazine Publishing during the fall terms of 1984, 1985, and 1986, and members of the magazine readership study steering committees: Linda Miller and Andrea Schardein (1985), and Susan Dove, Susan Fehr, Sandra Jones Ireland, Nick Joos, Joe Wysong and Joy Zimmerman (1986).

BROADENING UNDERGRADUATE JOURNALISM/MASS COMMUNICATION EDUCATION: USING READERSHIP STUDIES AS A TEACHING TOOL IN MAGAZINE JOURNALISM COURSES

INTRODUCTION

The recognition of the need for educators to incorporate knowledge of quantitative research skills into undergraduate professional journalism and mass communication education is growing (Strohm, Griswold, and Acharya, 1987; Baxter, 1982; Sorensen, 1978). Burgoon, Burgoon and Atkin (1982) found that working journalists criticized their undergraduate educational backgrounds for failing to provide them with a working knowledge of quantitative research methods. They wrote:

> "While this project included very few questions to probe the sources of discontent with the educational experiences of working journalists, some sources of discontent surfaced in the face-to-face interviews.
>
> "One is that journalism education is not preparing young, would-be journalists for an increasingly quantitative, numbers-oriented and scientific world. Some journalists told us they were unprepared to understand research data, including readership research. Others mentioned the absence of any quantitative orientation in their education. Some even admitted initially entering journalism school, at least in part, because they had low aptitude or interest in math and knew this was one place they could avoid encountering a lot of numbers."

There is little documented evidence that magazine journalism educators have responded to this need or to the complementary need for

greater preparation for dealing with other management-related issues, even though the need for a better balance between the traditional liberal arts background and the development of these skills in magazine journalists is not a new insight. Fifteen years before the Burgoon study documented working journalists' awareness of their lack of an adequately broad perspective in journalism education, Seilo (1969) found a dichotomy between the priorities established by journalism educators and those of professionals working in the magazine industry. Industry professionals included the ability to analyze magazine readership as a needed tool to be gained in the formal education of magazine journalists; educators did not.

In spite of the findings of these and other researchers, journalism educators refrain from officially identifying undergraduate journalism education as either a management-based or a profession-based process (Merrill and Odell, 1983; Merrill and Dennis, 1984). Although some programs introduce mass communication theory and quantitative research methods in undergraduate courses, these subjects are typically reserved for graduate education. The managerial perspective has often been perceived as appropriate only for publishing programs, emphases, and sequences, or graduate programs.

The exploration of the issues surrounding professional versus non-professional education is beyond the scope of this paper. They have multiple sources, lying in the historical and contemporary structure of the field, and the legal, social, and economic forces which have shaped the character of contemporary journalism and mass communication education. In its 1984 revision of the standards for accrediting educational programs, the Accrediting Council on Education in Journalism and Mass Communications

(ACEJMC, 1984) retained its traditional exclusion of business courses as part of the accepted, necessary background for journalism and mass communication education, though it did suggest the inclusion of such courses among electives beyond the liberal arts education. Thus, the council appears to reinforce the traditional emphasis on preparation for "entry-level positions" (Oregon Report, 1984). Although the definition of the term "entry-level" is seldom clarified, it most often appears to be defined in terms used by newspapers, radio or television news departments: the cub reporter.

This has occurred in spite of the fact that four of the five models for professional journalism education exist in environments where the assumption of many other undergraduate disciplines is that students will move directly into professional and management-track positions immediately upon graduation (Oregon Report, 1984).

Students seeking careers in the magazine industry often need to draw on quantitative research and management based skills early in their professional careers (Kobak, 1976). Positions in the magazine industry require management-based skills even though editors are not designated as managers (Groves, 1987; Zelkowitz, 1987). So important are those skills that the college graduate who joins the editorial staff of the typical magazine without these skills must prove his/her abilities in the "editorial assistant" position prior to being promoted into assistant or associate editor positions.

Berger and Luckmann (1976) suggest that social realities are constructed by social interactions. Students in academic environments which provide education for specific occupations such as journalism rely

heavily on educators in those environments for their understanding of the realities in which they will work upon the completion of their formal education. Furthermore, students tend to take distinctly different roles in the construction of those academic realities. Some are very active; other quite passive.

If one assumes that the more passive the student role in constructing that reality the greater the influence of the academic environment in shaping a students' perceptions of future realities, the importance of constructing an accurate reality of what it is to work as a journalist in the magazine publishing industry becomes increasingly clear.

The authors of this paper assume that undergraduate journalism education is education for careers as professional journalists. They further assume that journalists seeking careers in journalism need academic preparation which will teach highly developed skills for conducting qualitative research for the content of both news and feature writing, skills for writing for mass and specialized audiences, and basic preparatory skills for assuming staff positions on all types of magazines in which they will make or contribute to making decisions of a managerial nature. Among this latter skills group is included the assumption that students anticipating careers in magazine journalism need to understand the role of social scientific and marketing research in developing both the editorial and marketing plans for a magazine.

In its 1984 revised guidelines (AEJMC, 1984) the Accrediting Council does not address the call for increased education in quantititave research methods for undergraduates, though it does encourage theoretically based education. It also encourages journalism and mass communication faculty to

engage in scholarly work and research, both for contributing to the larger body of knowledge within the field as well as to enrich the classroom experience for students.

However, at this point, the academy faces an additional barrier to broadening the scope of undergraduate students' educational background in the magazine area. Journalism and mass communication educators with interests in the specialized field of magazine journalism and publishing appear to have the fewest members who are prepared to contribute to the body of research from a social scientific perspective. Gerlach (1987) found that magazine journalism educators were not the primary contributors to the body of academic research in Journalism Quarterly. He also found that academicians with magazine journalism interests lacked professional, scientific backgrounds which equipped them to conduct scientifically designed, quantitative research using mass communication theories as their framework.

The challenge then is to provide means by which journalism/mass communication students in professional departments of journalism and education can increasingly and sufficiently be exposed to these additional skills to enhance their preparation for these aspects of the field.

This paper describes a case study of such an effort. Using readership studies as a tool, undergraduates at a major research institution in the Midwest were guided through scientifically designed studies of three trade magazine audiences. Data were collected, using measures based on the MPA model for successful magazine publishing (Hollstein, 1969), to test the magazines' effectiveness in meeting their audiences' needs for information. As members of a first upper-level survey

course in contemporary magazine publishing, students were not expected to have a background in social scientific research methodology or techniques. Rather, the experience was designed to introduce them to the processes and the values of such research in magazine publishing.

The framework for introducing students to the research draws on Sorensen's (1978) model, which suggests that educators who seek to introduce social science methodology combined with journalism studies "to provide another dimension of practical learning" should have (1) a media relationship which helps develop the students' sense of professionalism, (2) a need and opportunity to work with data, and (3) a way to provide a service.

The researchers hypothesized that participation in the studies would (1) increase student's understanding of the purposes of readership research, (2) increase appreciation of the research process, and (3) increase the likelihood that students would use quantitative research later in their careers.

PROCEDURES

Data for the studies were collected using written questionnaires administered in surveys conducted in three consecutive years to study the comparative characteristics of readers and nonreaders of three preprofessional (trade) magazines published by students at a large midwestern university.

The readership study was first introduced as a component in a contemporary magazine publishing course at the same research institution during the fall 1984 semester. By the third year, a number of refinements had been made in the selection and handling of the sample, development of the questionnaire and student involvement in the research process.

This report is based on that collective experience. The three student magazines, each with a specific college student audience, were chosen for the studies because of (1) the exploratory nature of the studies, (2) the proximity of the magazines, and (3) the need for the magazine staffs to better know their audiences.

Students in the course were required to participate in the study. However, they could elect their level of participation. Students could fulfill their obligation by being involved in class discussions and developing the questionnaire, or, for some, meeting the term project requirement by serving as members of the research coordinating team. (When telephone surveys were conducted, all students served as interviewers, as well.)

Early in the semester, the theoretical model for the study, a version of the MPA publishing model (Hollstein, 1969), was described in a general presentation to the class. Holstein argues that a magazine can be judged

"successful" by its ability to: (1) identify and meet a real need of an identified audience, (2) present information in such a way that it appeals to the identified audience, (3) present a legitimate need which convinces advertisers to purchase space, and (4) provide an adequate means of distribution to reach the identified audience.

This model assumes advertising as the financial base. However, some magazines do not use advertising. Others, such as those which were the focus of this study, rely on a number of financial bases for which the ability to prove a legitimate need is essential. Therefore the model was modified by redefining the third concept to include magazines supported by financial bases other than advertising: (3) present a legitimate need which convinces advertisers to purchase space and/or other financial support for the magazine.

In the industry, distribution is typically preceded by promotion. Thus a fifth concept was also added to the model: (5) to provide adequate methods to make the identified audience aware of the magazine. The research hypotheses were thus established: to the extent to which the magazine was able to fulfill these criteria of a "successful magazine," the magazine would be judged successful. Other theoretical models for studying readers of magazines, such as coorientation theory (Tan, 1981) were rejected because of their inability to address the total scope of the editing and publishing process.

The necessary formalities and procedures for initiating a research project were also described. Students received copies of the American Sociological Association Code of Ethics. The ethical concerns of sociological research and and its ramifications were discussed as they

applied to the project. Students were also told about the necessity of gaining permission to conduct the readership study from the magazines' publication boards, the administration of the respective academic units, and the university's human subjects committee. Computer time was provided through the university's educational computer funds program.

Students were invited to join a research coordinating team which would execute the bulk of the research. Team members would be responsible for conducting the literature search, developing the questionnaire, collecting data, and writing a final report on their role in research. Five students elected this option, and subsequently comprised the readership team, together with a graduate student, and two faculty members: the course instructor who was trained in doing social scientific, quantitative research, and the campus magazine coordinator whose primary background was in the qualitative research skills used for news and social scientific feature writing for the mass and specialized media. The participating graduate student used data from the research to fulfill a paper requirement for an journalism education course in a subsequent semester.

(In the previous year, the research team consisted of two students and the instructor, and in the first year of the project, the instructor handled all the work of preparing the study. The greater student involvement provided a more equitable distribution of the workload.

Using the team approach also allowed greater student involvement in the questionnaire development. In the first year of the study, the instructor developed the questionnaire and presented it to the class for editing. The second year the instructor and a readership team of two students prepared the questionnaire and made a similar presentation to the

class.)

However in the third year, to prepare students for the questionnaire development, the magazine coordinator presented the total class with information on the selected magazine's editorial content, target audience, and current advertising philosophy. Past issues of the magazine were distributed. Each student was asked to develop three questions to measure each of the five concepts in the MPA publishing model. Students were also given access to past questionnaires.

The course instructor collected, copied, categorized, and placed questions in separate envelopes. The questions were categorized by the concept model which they were designed to measure: audience, content, financial base, distribution, and promotions.

The readership team then had the responsibility for reviewing, selecting and refining the questions, and subsequently developing the questionnaire. The process spanned several meetings of the team and subgroups.

The questionnaire was written so the responses could be recorded on optical scanner sheets, thus saving significant time and reducing errors which might be introduced with manual data entry. The optical scanner sheets also allowed a three-day turn around of data compilation at the end of the study. This allowed for the results to be discussed in class before the term ended.

The questionnaire was pretested by class members who role played as observers or participants. The pretest determined that administering the survey would take 15-20 minutes. It also identified several problems in question construction.

Data were collected using the self-administered questionnaire from a stratified sample of all readers and nonreaders in the magazine's universe. (Previous telephone surveys used a systematic sample of students enrolled in the college taken from a registrar's list based on the nth number.) The stratified sample was used to increase response rates. In the first year of conducting a readership study, only 140 responses of 250 were recorded for a 56 percent return. The following year's study used a larger sample of 287 and had a return of 54 percent. For the third year the end result was 321 returns out of 483, a return of 66 percent. The low response rate of previous studies was attributed to the inadequate training for student interviewers, the mobile college audience, and inaccuracies in student records. Other potential sources were isolated such as students marking N/A (no answer) on all questionnaires, students not completing nor turning in responses, and inaccurate phone numbers.

Ranges, means and percentages were presented to the class during the last week of the semester. No further statistical analyses were attempted because of the students' lack of statistical knowledge and the lack of time to do more complete analysis. Also, because it was late in the semester, the data were not fully cleaned and students were warned that cleaning the data might change some of the results. The ramifications of the results were discussed in the context of the editorial and business processes of the magazine.

RESULTS

The readership study project met Sorenson's three major requirements for teaching social science methods in journalism classes.

First, by using an existing student magazine students had a media relationship from which to conduct the research. The student magazines had the same aspects of a professional publication: audience definition, content appropriateness, distribution, financial and promotional needs. With the magazine's oncampus office location, students had immediate access to information and past issues.

Second, the students were able to work with data. Although the readership team worked through the process of the research and the development of the questionnaire, the rest of the class was able to participate in discussion of the ramifications of the data for the magazine's development. The class members discussed how the results would affect the editorial, business and management functions of the magazines and how the interaction of these three aspects affects the success of a magazine.

Third, the study provided a service to the student magazines. In each study data were presented to the individual magazine's editors and advisers.

Although difficult to measure, there is some evidence to support the researchers' three educational hypotheses.

First, increasing student understanding of the purposes of readership studies was evidenced when the preliminary analysis of the data was presented to the class. The students' understanding was evidenced by both the types and depth of their questions and observations. A readership team

member in the third year said the readership study taught him not only how to go about doing a survey, but how people in the magazine business make people want to subscribe to a magazine and how to build subscriptions. He said he thought this knowledge would help him with his career goal of working in a magazine's advertising department.

Staff members of the magazines enrolled in the course used the data to make editorial and business decisions. One student editor enrolled in the course during the study for her magazine said she and her editorial staff used the data collected for the readership study to find out who wasn't reading the magazine and why. It helped them to redirect the magazine's editorial focus. "I felt a really strong desire to use whatever was available to make the magazine better," she said. The decision was made to dropped a long-standing department from that magazine when the study demonstrated that readers were not interested in the content. Also the magazine editorial board had failed for many years to clarify the magazine's purpose as "lifestyle" or "organization" (public relations). After the study, the staff began to see the magazine's real purpose was preprofessional (trade).

The results were also used to sell advertising. A student ad sales representative and member of the class used the keep and pass along percentages from the one study and said they were quite effective in gaining advertisers.

Second, the studies increased the appreciation of the research process. A team member from the third year said, "Not only does the literature support doing reader-interest surveys, but I'm thoroughly convinced after participating in this team effort. I believe this

prior to my involvement in this survey, but now I'm firmly convinced."

For one third-year team member her experience with the readership project had another effect. She listed her experience as a team member on her resume and it led to discussions with interviewers. The interviewers' interest furthered her to belief that survey research is important.

The organizational structure of the project allowed students to pick their level of involvement. Even if students chose the more passive involvement, they were kept aware of the process and were actively involved in the questionnaire development and pretest. They were exposed to the ethical concerns of research. They began to understand the reasons for the formalities, literature searches, questionnaire development, pretesting, and careful sample selection. One readership team member for the third-year listed her most valuable learning as the processes of setting up a survey, formulating questions, keeping the survey unbiased, selecting populations for surveying and collecting and analyzing data.

Although difficult to measure, one example demonstrated that students involved in the studies might use quantitative research later in their careers. One student who participated in the second-year study as a team member returned a year later to seek assistance with a readership study she initiated for her employer's association newsletter. After gaining permission from her employer to conduct the study, she approached the professors for assistance in determining sampling procedure and questionnaire development.

General student reaction to the use of the study was quite favorable. One of the readership team members for the third-year study said he gained

a tremendous amount of knowledge concerning magazines and measuring audience response surveys. "It was rewarding and I enjoyed working with the group. It was one of the more educational projects I have worked on in my college experience."

SUMMARY AND CONCLUSIONS

This paper described a case study of a curriculum-based effort to introduce undergraduate students to readership studies using the MPA publishing model. The procedures for conducting the research and techniques for incorporating the experience into the classroom followed Sorensen's (1978) model. The current study adds a new dimension to using quantitative research for teaching newswriting advocated by Burkett (1980) and Lynn and Leiter (1981) by introducing students to readership research which can contribute to making editorial and business decisions in a magazine publishing environment.

The educational hypotheses were upheld. The researchers found that students who participated in the study evidenced a better understanding of the purposes of quantitative research. The researchers also observed that participating students showed an increased awareness of and appreciation for the processes of conducting the research. Indeed, students often surprised the professors by their astute applications of insights into various steps of conducting research. Some of these were insights which came from applying concepts they had heard from researchers and professors in other disciplines within the university but were only now being able to apply. Students were particularly adept at using basic editing skills in removing ambiguities from questions prior to and following the pretest of the questionnaire.

Within the short, three-year period from the time the work began, the researchers witnessed one student's use of the experience in a post-graduation professional environment. However, a complete, long-range impact of the studies could not be assessed. Evidence that it would be

forthcoming is suggested by Strohm, Griswold, and Acharya (1987), who in a separate study found that working professionals who had formal training in research methods, even as undergraduates, were more likely than their peers to think that "theory and research was useful in the workplace and should play a more important role in the curriculum."

The team approach used in this study suggests a way by which members of the academy whose backgrounds have not included training in social scientific theory and research methods might nonetheless begin to complement magazine curricula with research experiences for students. By pairing an instructor knowledgable in the field of magazine journalism with an instructor knowledgable in the fields of theory and research methods, students might benefit from the expertise of both. Historically, the method was proven successful by the leaders of the Bauhaus; the contemporary need provides a prime opportunity for a resurrection of this approach.

More rigorous research on the student impact of the studies is needed. No quantitative measures were developed prior to conducting the readership research to measure changes in student attitudes and knowledge. There were also no measures developed for determining the impact of the experience on long-term professional growth, of either the team members or the students enrolled in the courses. Thus, the researchers were forced to rely for their analysis of the educational results on the narrative accounts provided by those students most closely involved in the studies and whatever solicited or unsolicited comments were made by the other students. Such comments provide indicators, but are inadequate measures of overall effectiveness. They are also inadequate measures of the extent to

which long-term goals can be met through addition of such studies to curriculum.

A further weakness of this study lies in the fact that, at the time these studies were initiated, the structure of the curriculum in the institution dictated introducing the readership study in a third-year contemporary magazine publishing course designed to provide a foundation for the majority of the upper-level courses in the major.

Although there has been no evidence to suggest a problem, the researchers have some concern that use of the study in the the introductory publishing course may create an inaccurate perception of the relative role which quantitative research plays in the larger picture of editing and publishing. In the future the researchers would prefer to conduct the study in a higher level course. This would allow students to have a broader perspective of the writing, editing and publishing processes into which this knowledge might appropriately fit.

Educators who seek to use the readership study as a tool to enrich the teaching of magazine journalism will find there is a tension between the standards of designing and conducting quality research and the inability to rigorously control the learning process. That is, the need and desire for accurate collection and analysis of data will often not be supported by the needs of the learning process, particularly when working with undergraduates with no background in the area. This is not to suggest that the goal of scientific control should be abandoned. But, rather, that educators must be aware that the tension will exist and will place constraints on the research process different from those present when the educational component is not a factor.

Future researchers will do well to contribute findings from their research which not only continue to build the body of literature on audience studies, but also findings which will contribute to the knowledge of how to most effectively conduct research which teaches.

BIBLIOGRAPHY

Accrediting Council on Education in Journalism and Mass Communication. Accredited Journalism and Mass Communications Education. Supplement to AEJMC News 19, no. 4. Columbia, S.C.: University of South Carolina College of Journalism, February 1986.

Babb, Felecia; Fehr, Susan; and Wysong, Joe, Iowa State University journalism students. Iowa State University, Ames, Iowa. Interviews, April 1987.

Baxter, Bill L. "PR, PR education both fall far short in research areas." Journalism Educator 37, no. 1 (Spring 1982): 13-15.

Berger, Peter R., and Luckmann, Thomas. The Social Construction of Reality. Garden City, N.J.: Doubleday, 1967.

Burgoon, Judee K., Burgoon, Michael, and Atkin, Charles K. The World of the Working Journalist. Michigan: Michigan State University, September 1982.

Burkett, Warren. "'Teaching' survey introduces class to basic concepts." Journalism Educator 35, no. 1 (January 1980): 49-51.

Gerlach, Peter. "Research about Magazines Appearing in Journalism Quarterly." Journalism Quarterly 64, no. 1 (1987): 178-182.

Grossman, Morton. "Developing research to support marketing goals." Folio (March 1985): 95-102.

Groves, Marjorie. Editor, Meredith Publishing Services, Des Moines, Iowa. Interview at Iowa State University, Ames, Iowa, 1987.

Hollstein, Milton. Magazines in Search of an Audience: A Guide to Starting New Magazines. New York: Magazine Publishers Association, 1969.

Kobak, James B. "The editor as marketer: A heretical but correct approach." Folio (February 1976): 504-505.

Lynn, Jerry R., and Leiter, Kelly. "Both benefit when research, writing classes coordinate." Journalism Educator 36, no. 1 (April 1981): 21-23.

Merrill, John C., and Dennis, Everette E. Basic Issues in Mass Communication: a debate. New York: Macmillan, 1984.

Merrill, John C., and Odell, S. Jack. Philosophy and Journalism. New York and London: Longman Inc., 1983.

"Revised Code of Ethics." ASA Footnotes: March 1982.

Rogers, Jane C. "How to conduct responsible in-house research." Folio (September 1985): 102-109.

School of Journalism, University of Oregon. Planning for Curricular Change in Journalism Education: Project on the Future of Journalism and Mass Communication. Eugene, Oregon: School of Journalism, University of Oregon, 1984.

Seilo, Mary Kinville. "A Study of Magazine Journalism Education." Master's thesis, Ohio University, 1969.

Silinsh, Joan. "Getting editors involved in marketing." Folio (December 1977): 506-508.

Sorensen, George W. "Field coursework stresses social science methods." Journalism Educator 33, no. 3 (October 1978): 51-52.

Stempel, Guido H. III, and Ruminski, Henry A. How to Conduct Your Own Readership or Market Study. Memphis, Tenn.: National Council of College Publications Advisers, 1983.

Strohm, Susan M.; Griswold, William; and Acharya, Lalit. "Communication theory and research: A view from the professions." CT&M newsletter (Communication Theory and Methodology Division of the AEJMC) 16 (Winter 1987): 1-2.

Taft, William H. American Magazines for the 1980s. New York: Hastings House, 1982.

Zelkowitz, Suzanne. "Editorial salary survey." Folio (June 1987): 91-104.